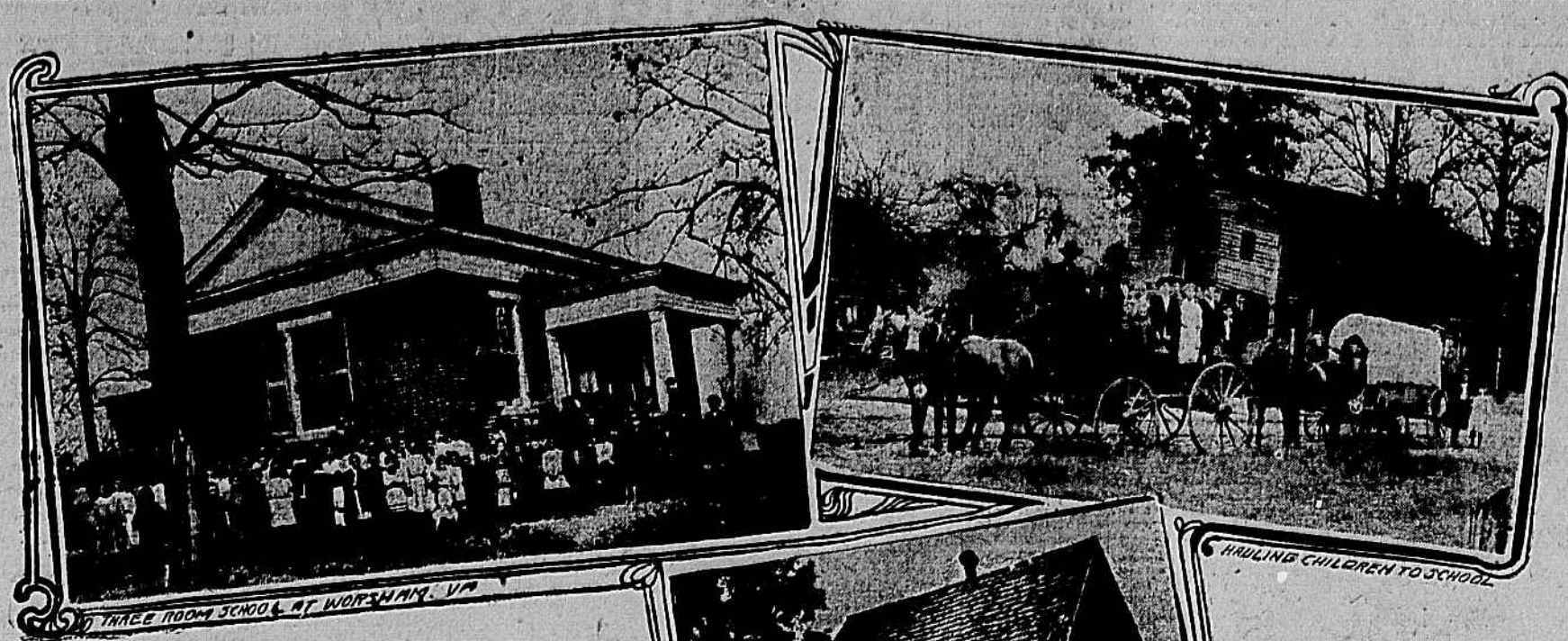


## ILLUSTRATIONS OF PROGRESS IN SCHOOL BUILDINGS IN APPOMATTOX



## PRINCE EDWARD MOVING AHEAD

Consolidating Schools and Hauling Children To and Fro in Wagons.

## SUPERINTENDENT IS PROUD

Mr. Eggleston Glad His Home County Is Joining in Work of Progress.

With reference to the illustrations shown above, Hon. Joseph D. Eggleston, Jr., Superintendent of Public Instruction, has at the request of The Times-Dispatch prepared the following explanatory article which is full of interest:

These pictures illustrate the new consolidated school at Worham, Prince Edward county, Va., one of the small schools abandoned, and wagons hauling some of the children.

Three one-room schools and one two-room school in the district have been closed, and one school of one room in another district has been put out of commission by the popularity of the new consolidation. The old clerk's office of old Prince Edward Courthouse, with about three acres of ground, was purchased. One of the rooms was enlarged and a large new room was added, with cloak-rooms, making a three-room building. Predictions of failure of the new step were so free and persistent that the school trustees were surprised to find on the opening of the new school that it had been made in not having four rooms. A room nearly has been rented, and a fourth teacher employed. Another room will be added next summer.

## Figures Given.

In the five schools of the district that were closed to make this consolidation, there were sixty-four children enrolled during the season of 1906-1907. Counting twelve children of the adjoining district who attended one of these schools, there were seventy-six. In the new central school there are about 105, with only a few from the adjoining district. As soon as arrangements can be made for these outside children, the enrollment will reach not less than 115, as against seventy-six under the former conditions. The log cabin is 14 by 16 feet, with 16-foot pitch. There was a large stove in the middle of the room. A child could soon get cooked by this stove. Then he would move over to the side.

## PIMPLES, BLACKHEADS---

Get Rid of All Your Face Troubles in a Few Days' Time With the Wonderful Stuart Calcium Waters.

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Your blood makes you what you are. The men and women who force ahead are those with pure blood and pure faces. Did you ever stop to think of that?

Stuart's Calcium Waters are absolutely harmless, but the results—mighty satisfying to you even at the end of a week. They will make you happy because your face will be a welcome sight not only to yourself, when you look in the glass, but to everybody else who knows you and talks with you.

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Send us your name and address to-day and we will at once send you by mail a sample package, free. Address: A. A. Stuart Co., 175 Stuart Bldg., Marshall, Mass.

swap places with a child who had been freezing, and cool off. There are windows on three sides, that the children facing the light could have their eyes injured in the approved style. The ventilation, notwithstanding the floor and broken window-panes, was the same that has been in the room for twenty years. The only change was the added accumulation of each succeeding season.

## Common-Sense Wagons.

One of the wagons runs four and a half miles and hauls about twenty-five children; the other runs three miles and hauls twenty children. These wagons, in order to prove superior to the roads, are ordinary farm wagons fixed with four "common-sense" springs to make them ride easily; the covering is water-proof canvas over oak bows; the seats are ordinary farm seats; the wheels are of iron, and the axles are of steel. The total cost of such a wagon, for two horses to pull, need not exceed \$50. They are not things of beauty, but they are weather-proof, road-proof, of reasonable cost, and they get the children to school.

There are three of these wagons used to haul children to the Green Bay consolidated school in Prince Edward county. L. D. Jones, of Green Bay, who is the pioneer transportation crank of Southern Virginia, says that a wagon of this kind can go through any road that a pair of mules can get through.

Last session Mr. Jones, who is chairman of the board, put on two wagons, and the opposition was so great that he had to look one man before everything got quiet.

Patrons Want More. This season he has four wagons running, and there is considerable dissatisfaction because he does not put on six. Last session there were thirty-one wagons in the State hauling children to school. This season there are thirty-five in the three counties of Augusta, Southampton and Prince Edward. All of which goes to prove that consolidation and transportation are not practicable in Virginia, and that our schools cannot be improved until somebody comes along and builds macadam roads.

A first honor graduate of Hampden-Sidney is principal of the Worham Graded School. The three assistants are graduates of the State Normal School at Farmville. The building is to be nicely painted at once, and a library will be secured.

## WITH THE BLACKSBURG BOYS.

Dr. Barringer Addressed Y. M. C. A. (Special to The Times-Dispatch.) BLACKSBURG, VA., November 15.—President Barringer was the speaker at the weekly meeting of the Y. M. C. A. Thursday evening. Dr. Barringer spoke to the large number of members present on the "Physical Side of the Institute and the Spiritual." and the address contained much valuable information gathered from his long experience as a practitioner and professor of materia medica at the University of Virginia.

Professor H. L. Price, State horticulturist, spoke to the members of the P. I. Agricultural Club at their monthly meeting Tuesday evening. A large number of the Gray Jacket Club members were present. This is the monthly publication of the Lee and Maury Literary Societies of the Institute, and it contains much valuable information gathered from his long experience as a practitioner and professor of materia medica at the University of Virginia.

Clubs organized among the students this week are: The Roanoke Club, H. H. Davies, president; the Roanoke Club, vice-president; E. C. Hickman, treasurer; West Virginia Club, R. S. Poole, president; C. H. Deaton, vice-president; Mr. E. R. Kieffer, secretary.

## MASSA TUBEN'S NEW BUILDING.

Laying of the Corner-Stone a Very Interesting Occasion. (Special to The Times-Dispatch.) WOODSTOCK, VA., November 16.—The laying of the corner-stone of the new building of Massa Tuben Academy on Tuesday, November 12th, was an interesting feature in the school life at Woodstock. High school and college students, and a large number of the community, composed of trustees, faculty, students and friends, formed a procession to the academy building and marched to the site of the new building. Dr. J. A. Hoffmann, of Martinsburg, Va., performed the act of laying the corner-stone. The ceremony was a very interesting one, and was thoroughly enjoyed by all.

## Library for Crozet School.

(Special to The Times-Dispatch.) CROZET, VA., November 15.—Miss Dorothy Barr, of Philadelphia, who has a summer home at Yancey's Mills, Va., has given to the Crozet High School a library of 250 volumes. This gift was presented to the school Tuesday in an appropriate address by Rev. Mr. Painter, of Yancey's Mills, Va. These books will be free to the students of the high school, and any patron of the school by paying 50 cents per year, can become a member of the Library Association and receive books under rules governing the library. The citizens of Crozet are very grateful to Miss Barr for the gift, and fully appreciate the spirit of benevolence and progress prompting the act.

## THE COLLEGE COURSE

If we apply our analysis of education as acquiring knowledge, forming habits and training the intellectual force, to the college curriculum, it is found wanting.

Contrary to the popular notion, educational authorities do not seriously claim that the classical college curriculum furnishes any great amount of real knowledge. A language is not knowledge, not even formal knowledge. It is the art of expressing thought or knowledge. The learning of a language is learning an art, or it may be regarded as forming a habit of speech. Learning a language to form a habit rather than acquiring knowledge. In no sense is learning a language a training of the intellectual force. The reason why a language is so much more easily learned in childhood is, no doubt, due to the fact that it is a matter of forming a habit of mental operation rather than an exertion of the intellectual force.

Not only is language a childish exercise, but so are inflexional languages. A rudimentary knowledge of a language is so much more easily learned in childhood is, no doubt, due to the fact that it is a matter of forming a habit of mental operation rather than an exertion of the intellectual force.

The unconscious tendency on the part of all school authorities is to reduce the rigors of the discipline to the level of the student's capacity. Text-books, lesson helps, and aid by the professor. In aid of the patronage of the school and to extend education, discipline is killed and education made farcical.

There has grown up in college education a tradition, a complete set of methods by which the ordinary and mediocre student may get through, and avoid the discipline intended to be given by the curriculum. Between these two tendencies, the discipline of the college courses is very much of a farce. It is almost impossible to impose hard discipline either on the capable or incapable student.

The pedagogical tendency, the result of the systematization of learning, is directly against the power of the science of education, which now, by the professor, in aid of the patronage of the school and to extend education, discipline is killed and education made farcical.

The good old doctrine of supply and demand was not pedantic enough, and they have grafted upon it the funny marginal utility theory, which ex-

plains how prices are made by supply and demand through a combined English and Dutch auction method of estimating the desires or wants of the buyer and seller. According to this theory, the washerwoman buying a quart of potatoes boxes the compass of the markets with the huckster in a psychological way, and so they arrive at a truly scientific price!

One can carefully read any of the latest text-books for the colleges without being able to find a simple, clear and intelligible principle of economic action. He will be enveloped in an impenetrable socialistic fog created by atomizing the clear crystal water of the few practical economic principles.

Through this fog we can mostly distinguish the pedantic word, worker, worker, worker, used to mean laborer, as though the man in overalls and clodshoes were at the summit of our civilization and entitled to its exclusive benefits. But the workers are victims of their own words, subject to verbal illusions, for these teachers of idleness to the idle are no very particular friends to the laboring man.

A broad general culture is to be obtained by a broad general reading rather than by routine study and memorizing in the narrow confines of the classical college course. By the latter one cannot get over enough ground to be broad or general in culture. The classics in modern times represent the culture of a single period in history, and is a very narrow and restricted field, rather than a broad expanse of learning such as it was, by comparison, when first made the principal part of the curriculum of the universities. A much better general knowledge of the civilization of Greece and Rome can be obtained by reading the histories and admirable studies of the different phases of their culture than by reading Homer and Virgil in the original.

A little general reading will make any down cultivated, but we all know that many a college "grind" who does no general reading may reach high rank in all his studies, is yet uncultivated, uninformed and narrow-minded when he graduates.

The strongest argument for the college course is that you must learn Greek and Latin to know how to learn and use scientific terms, the names the pedagogues have made up and applied to the objects of science. But the student who depends upon his school Latin for his knowledge of scientific terms, would all miserably learning the words not implied with the mother tongue is a matter of study and paving over the dictionary anyway, whether the immediate purpose is reading the history of the war in Gaul in the original, or learning the scientific names of a new beetle in his scientific manual.

It does not pay to learn a language to read books in the original instead of a translation, nor to get a hazy notion of the derivation of words without consulting the dictionary, nor to have an inexact knowledge of scientific terms without the special study necessary to connect the words with the objects depicted.

Considering the education of average farmers, and the fact that the majority do not require classical study, the naming of three of the five new divisions of the science of technical agriculture, agronomy, meaning plant production; zootechny, animals industry; and agrotechny, agricultural technology, is about pedantic and non-sensical enough to discredit the continued extension of our present system of scientific naming.

Next to phonetic spelling of English would be the educational value of a complete change in scientific naming into English form. It costs at least four years of youthful life to learn English spelling, and four years more to learn Greek and Latin, which valuable time could be saved if pedagogical influence could be enlisted for these two obvious reforms of two of the greatest abuses now existing in any field of human effort.

If the foregoing estimate of the prevailing system of education is correct, why has it produced no more noticeable ill effects upon the European races, especially the English, are practical and not affected by intellectual beliefs, ideas, notions, or opinions, which are not practical nor in accordance with the real facts of operative knowledge.

With their formal knowledge does not affect operative knowledge nor prevent operative effort. Theory does not interfere with practice. We are affected by education about as a duck is by water.

But an education not much different from our classical one, in theory, seems to hold the otherwise strong Chinese intellect in bondage and paralyze its efforts, because carried out more logically and thoroughly in practical life.

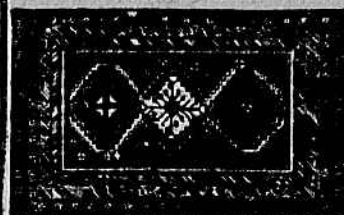
The Chinaman, like a hen, is very much dragged in the ocean of words in which he works so diligently. W. ALDRICH.

Jefferson, Va.

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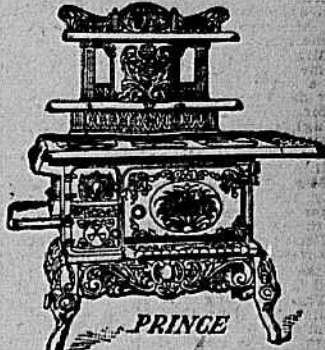
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